

Behavior, Cognitive Abilities, and Social/Emotional Skills in Physical Education

Transition to and from Physical Education	Always/ Adequate	Sometimes/ Needs Improvement	Never/ Significantly Inadequate	Not Observed
Enters without interruption				
Sits in assigned area				
Stops playing with equipment when asked				
Lines up to leave when asked				

Responding to Teacher	Always/ Adequate	Sometimes/ Needs Improvement	Never/ Significantly Inadequate	Not Observed
Remains quiet when teacher is talking				
Follows directions in a timely manner -- warm - up				
Follows directions in a timely manner -- skill focus				
Follows directions in a timely manner -- game				
Accept feedback from teacher				
Uses positive or appropriate language				

Relating to Peers and Equipment	Always/ Adequate	Sometimes/ Needs Improvement	Never/ Significantly Inadequate	Not Observed
Works cooperatively with a partner when asked (e.g., shares, take turns)				
Works cooperatively as a member of a group when asked				
Uses positive or appropriate comments to peers				
Seeks social interactions with peers				
Displays sportsmanship by avoiding conflict with others				
Uses equipment appropriately				

Effort and Self - Acceptance	Always/ Adequate	Sometimes/ Needs Improvement	Never/ Significantly Inadequate	Not Observed
Quickly begins the activity once instructed				
Continues to participate independently throughout activity				
Adapts to new tasks and changes				
Strives to succeed and is motivated to learn				